Business Technology, Finance, Marketing and Management Career Cluster
Pre Tech Foundation
(CIP: PTF04)

Name of Program: Introduction to Business, Accounting, Management, and Marketing

CDC business courses are designed to prepare students for entry into the world of business at many levels. Students can develop practical skills in business operations, financial matters, marketing, and even management. These skills can translate into success by continuing your education and/or enhance your ability to succeed in today's business world. If you are interested in a career in business, the introductory program in this cluster will prepare you to enter any of the four business programs.
This program will help you explore four business programs: Business Careers and Technology, Accounting, Marketing and Business Management. You will become familiar with various software applications such as, Word, Excel, PowerPoint. Decision making, time management, personal finance, career research, and communication skills will be applied. Students will explore different types of business ownerships including sole proprietorships, partnerships, corporations and franchises. Business related projects such as effective speaking, written research projects, and field trips are part of this exciting class. Students will be introduced to the basic accounting concepts. The programs listed above will serve as the foundation for further study for business majors at a four or two-year college.

Vermont Approved P re-Tech Foundational Program Competencies:

CORE Pre Tech Foundation Competencies
A. Think Critically and Solve Problems
   1. Solve problems and make decisions in work-related situations
   2. Read for information and understanding
   3. Use observation skills to analyze work-related situations
   4. Apply mathematical processes
   5. Apply measurement and spatial skills
   6. Apply statistical analysis skills
   7. Analyze critical data to guide work activities
   8. Utilize scheduling techniques to ensure that jobs are completed by the stated due date
   9. Demonstrate knowledge of the economy and how it functions as a whole
   10. Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups

B. Apply Technology
   1. Demonstrate technological literacy
   2. Access/transmit information using electronic communication systems
   3. Demonstrate computer literacy
   4. Use spreadsheet software in work-related situations
   5. Use word-processing software in work-related situations

C. Communicate Effectively
   1. Apply basic communication skills
   2. Apply oral communication skills
   3. Apply written communication skills
   4. Apply technical writing skills
   5. Apply listening skills
   6. Apply demonstration/presentation skills

7. Apply graphic communication skills
8. Apply artistic communication skills
9. Convey information through multimedia presentations
10. Create graphs and charts
11. Build interpersonal relationships

D. Manage Resources (Health and Environmental)
1. Apply self-management processes in the workplace
2. Use reference materials to obtain information appropriate to a given problem, topic or situation
3. Maintain/promote wellness
4. Determine the impact of government regulations and business/industry procedures on the performance of particular work functions
5. Implement safety procedures and programs
6. Support the provision of first aid in accordance with company policy and procedures
7. Manage work and family responsibilities for the well-being of self and others
8. Determine resources needed to produce a given product or provide a given service
9. Ensure the quality of products and services
10. Utilize an inventory control system to track supplies, materials, and equipment
11. Make informed financial decisions

E. Work Effectively and Responsibility
1. Demonstrate leadership
2. Contribute to team work
3. Demonstrate responsibility for learning
4. Choose ethical courses of action in all work assignments and personal interactions
5. Demonstrate the work ethic
6. Comply with the confidentiality requirements of workplace policies and procedures
7. Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age)

F. Demonstrate Employability and manage a Career
1. Identi1~i how personal interests, abilities, and skills relate to choosing a Career and Workforce Development
2. Investigate career options
3. Chart career using career-planning skills
4. Demonstrate skills needed to enter or reenter the workforce
5. Demonstrate job-keeping skills
6. Upgrade career skills
7. Explore opportunities to create a business

G. Demonstrate an Understanding of Academic Connections to Core Pre-Tech Foundational Competencies (CPFC)

Crosswalk of Academic Connections to Core Pre-Tech Foundation Competencies
    Crosswalk attached

FOUNDATIONAL COMPETENCY
H. Demonstrate an understanding of a chosen career cluster that the individual is preparing to enter
1. Workplace behaviors, skills and personal and professional development
    Work Place Behaviors

Maintain an acceptable attendance record.
Work well independently, showing pride and interest in work assignments
Demonstrate aptitude for creativity.
Plan and perform work accurately, neatly and efficiently.
Show personal growth as a worker, evaluating own work.
Follow directions from supervisors and are willing to ask questions for clarification.
Develop good oral and written communication skills.
Cooperate with co-workers and supervisors.
Demonstrate teamwork as a contributing team member.
Demonstrates positive attitude toward work.
2. Identify common occupations found within the career cluster Develop personal career goals.
3. A school to work experience in the chosen career cluster

I. Demonstrate Technical Skills within a Chosen Career Cluster

Foundation Core Competencies and Management Occupations
1. Demonstrate an Understanding of Business Organizations/Systems and Policies and apply it to business situations.
   Vermont Standards 2.4, 6.16, 6.18. 6.24
2. Demonstrate the ability to communicate effectively through appropriate business applications. Vermont Standards 1.5, 1.6, 1.13, 1.15
3. Demonstrate Customer Sales and Service Skills in an Office Environment.
   Vermont Standards 2.3aa, 4.2, 3.12
4. Demonstrate Leadership and Teamwork as it relates to business and office situations.
   Vermont Standards 2.4, 3.10, 3.11, 4.1
5. Demonstrate Employability and Career Development Skills in business situations.
   Vermont Standards 3.14, 3.15, 3.16, 5.17, 6.25
6. Demonstrate Problem Solving and Critical Thinking in business situations.
   Vermont Standards 2.3
7. Demonstrate Ethics and Legal Responsibility as it relates to business situations.
   Vermont Standards 3.13
8. Demonstrate Safety and Health in the Office Environment
   Vermont Standards 3.5, 7.2, 7.18c. 7.11a, 7.11b, 7.19bb, 6.24)
9. Demonstrate Use of Technology in the Office Environment
   Vermont Standards 1.18, 1.19, 1.20. 1.21

Learning Opportunities/Units:
Introduction to Business
Word Processing
Spreadsheet
Presentation Skills
Internet Research Skills
Planning and Organizational Skills
How to Develop and Maintain a Successful Career
Business Organizations/Systems and Policies
Communicating Effectively
Record Keeping
Accounting Functions
Business Law
Customer Sales and Service Skills
Leadership and Teamwork

Problem Solving and Critical Thinking
Employability and Career Development Skills

Instructional Materials and Resources Used:

Textbook/Resources	Publisher	Copyright
Microsoft Office, Premium Edition	Southwestern Publishing Co.	Current
Microsoft Office 2000 software	Microsoft	
Microsoft Internet Explorer	Microsoft	
Business English And communication Eighth Edition	Glencoe Publishing	1994
Century 21 Keyboarding & Information Processing	Southwestern Educational Publishing	2000
Century 21 Accounting General Journal Approach	ITP South-Western	2000
Teacher Developed Materials		Current
Marketing Essentials	Glencoe	2002
Entrepreneurship in Action	Southwestern	2000

Internet:
The Internet is used for instruction in the course. Web sites for colleges are used to research colleges and make a comparison spreadsheet and graph.

Assessment and Grading Policy:
Numerical – based on 100 % scale where:

Assignment projects, designs, presentations, etc.	40%
Portfolio	20%
Tests and quizzes	20%
Participation	20%

Course Expectations:
Complete all assigned work on time, neatly, accurately and professionally. Participate in class discussions, problems, duties, assignments, presentation, etc. Develop and maintain a course portfolio of all material including your notes, handouts, projects, assignments, etc. Maintain a passing average or greater on all assignments, projects, presentations, etc. Students are expected to be on time for the class and to have good attendance. Students are responsible for their own work and for keeping a portfolio of documents. Since students come to the course with a variety of levels of computer skills, it is expected that students will help each other and have patience with and respect for other students in the class. Computer network and lab rules are as follows:

1. All work is saved to a personal disk or to a designated network folder.
2. Internet use is by instructor permission only and e-mail is not allowed.
3. Licensing restrictions prevent us from loading any software on the computers or downloading any programs from the Internet.
4. No food or drink is allowed in the lab.
5. Report any problems to the instructor immediately.
6. Make no changes to the desktop or configuration of the computer.
7. All work done is to be your own.

Instructor Expectations:
You are expected to act in a professional manner. We all must treat everyone with respect and keep a positive attitude. Students are expected to keep a complete and organized notebook of the information disseminated in class. Students will also be responsible for making up missed work during an absence. It is expected that students will remain focused during the class period and not be entering areas on the computer that are off limits. The instructor will also have the students sign a computer policy statement

outlining the rules of the lab. Violations of the code of conduct are not expected, but if they occur they will be dealt with individually. Extra help will be made available whenever possible.

Family Involvement or Community Services:
It is very helpful for the student to have access to a computer to enhance the learning in class. Also, missed work can be completed at home if necessary. Parents and family should recognize the importance of compute instruction in software applications beyond the use of the Internet and e-mail for their high school students. Discussions about the importance and impact of business ethics, academic honesty, college choices, community events and open houses and job opportunities all enhance classroom activities.